

THE UNITED STATES AND MEXICO

# Partnering to Address Shared Development Goals

*1995 - 2003*



**THE ASSOCIATION LIAISON OFFICE**  
FOR UNIVERSITY COOPERATION IN DEVELOPMENT

USAID COOPERATIVE AGREEMENT HNE-A-00-97-00059-00



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# Introduction

The complexity of common interests between the United States and Mexico requires collaborative responses to shared development challenges. “As we advance our common interests, we can build on an already strong and healthy relationship. We have much to work on, many challenges to address, and many successes to share,” observed U.S. Ambassador to Mexico, Tony Garza.<sup>1</sup>

Three meetings between President Bush and President Fox have focused on an emerging common development agenda between the United States and Mexico—one based upon mutual respect and shared interests on critical issues. This agenda is manifested in the North American Free Trade Agreement (NAFTA) and the Partnership for Prosperity. The entrance of Mexico into NAFTA in 1994 produced a surge of investment and trade that has generated over 2.7 million jobs in Mexico. While the benefits of NAFTA are impressive, many of these gains have accrued unevenly within Mexico. The Partnership for Prosperity, launched in 2002, aims to build on Mexico’s strong regional development efforts, increased macroeconomic stability, and growing international trade and investment by developing new strategies to foster growth in less developed areas of Mexico.



The U.S.– Mexico higher education partnership program is a key instrument that brings together the expertise of higher education institutions in the United States and Mexico to help the United States Agency for International Development (USAID) programs in Mexico address major development issues. USAID/Mexico works with partner institutions at the proposal stage, and provides complementary funding to support higher education partnerships as a direct and critical part of the mission’s programs.

Higher Education partnerships make important contributions to the achievement of the mission’s goals and strategic objectives. Partnerships between the academic community and the private sector improve Mexico’s capacity to take advantage of economic opportunities and promote development. In this regard, Presidents Bush and Fox announced a major education and training initiative that ties the two countries together to address challenges and opportunities both within the region and globally. USAID/Mexico, with support from the U.S. embassy, developed the Training, Internships, Exchanges and Scholarships (TIES) Initiative.

<sup>1</sup> Remarks by U.S. Ambassador to Mexico Antonio O. Garza, Jr. to the International Good Neighbor Council in Monterrey, Nuevo León, Mexico, July 1, 2003.

The college and university component of TIES will establish 35 institutional partnerships between U.S. and Mexican institutions in support of NAFTA and the Partnership for Prosperity. These institutional partnerships will focus on increasing contributions to Mexico's local and regional development. In 2002, ALO began to administer 16 higher education partnerships for TIES awards of up to \$300,000 each. Four million dollars in USAID funding will leverage around six million dollars in funding from universities and the private sector. ALO and USAID/Mexico anticipate funding up to eight additional TIES institutional partnership awards at the same funding level in fiscal year 2004.

Since 1995, USAID, through the Association Liaison Office for University Cooperation in Development (ALO), has supported a total of 38 partnerships for development cooperation between higher education institutions in the United States and Mexico. USAID has helped fuel a deeper and broader range of engagements in international development by U.S. and Mexican higher education institutions. The most successful and enduring partnerships are those which continue to identify mutual needs and strengths, create better mechanisms for fruitful exchange of ideas and resources, maintain flexibility in addressing shared and individual goals, and build for the future by gradually expanding the scope of their collaborations.





# United States – Mexico Training, Internships, Exchanges, and Scholarships Initiative

The United States (U.S.) – Mexico Training, Internships, Exchanges, and Scholarships (TIES) Initiative is a multi-million dollar public-private alliance designed to spur social and economic growth in Mexico by supporting institutional strengthening in higher education via higher education partnerships, educational programs, and scholarships.



The goals of TIES are to facilitate pursuit of the common agenda for development that is emerging in the U.S. – Mexico bilateral relationship, and to contribute to Mexico's ability to take advantage of opportunities created by NAFTA that will lead to a narrowing of the social and economic gaps between and within Mexico and the United States. TIES benefits many segments of U.S. and Mexican society – higher education institutions; civil society and other non-governmental and community groups; the private sector; and national, state and local governments.

TIES focuses on, but is not limited to, the following fields of study: Education and Human Capital Development; Natural Resources Management; Environmental Science; Information Technology for Development; Agriculture; Humanitarian Assistance; Transparency and Decentralization; Micro and Small Business Development; International Finance; Public Policy and Administration.

TIES is funded by the U.S. Government through USAID, with additional funds expected to come from tuition waivers, matching grants, university counterpart contributions, cost sharing, and support from foundations and the for-profit private sector. TIES institutional partnerships are administered by ALO.

TIES seeks mutual, fully collaborative relationships between Mexican and U.S. higher education institutions and their public and private sector partners on both sides of the border. Higher education partnerships are a vital means to strengthen Mexico's current and future workforce and to respond to the opportunities offered by NAFTA and the global information economy.

The initiative expects to develop a minimum of 35 sustainable institutional partnerships between higher education or research institutions in Mexico and the United States. In addition, the institutional partnership component of TIES will provide approximately 250 graduate scholarships for Mexicans to study in the United States, out of an expected 750 scholarships overall. Most of the scholarships will be awarded for master's degrees or special graduate programs in U.S. colleges and universities. Many master's degree candidates will participate in internships in government agencies, NGOs or the private sector as an integral component of their academic study programs. These partnerships, with a focus on enhancing higher education's role in social and economic development, support faculty and student exchange, collaborative research, and provide an institutional framework for many of the master's degree programs.



# Overview of Institutional Partnerships with Mexico

Partnerships between U.S. and Mexican higher education institutions, in which benefits flow in both directions, promise to be a major source for development cooperation in the decades ahead. They are turning institutional relationships of mutual interest into engines of reform in their respective nations and confronting problems of global concern.

In addition to the TIES partnerships, three types of institutional partnerships have been and are currently being administered by ALO. They are as follows:

## Higher Education Institutional Partnerships for Development Cooperation (1998-Present)

The *Higher Education Institutional Partnerships for Development Cooperation Program* reflects the trend in the international development community away from one-way development assistance programs toward two-way, mutually beneficial cooperative ventures. Between 1998 and 2003, ALO's program of competitive awards has provided funds of up to \$125,000 to U.S. institutions to strengthen partnerships for development cooperation with higher education institutions in Mexico.



The partner institutions have shared interests in the following fields: trade; agribusiness development and enhancement of agricultural production; water education and watershed management; improvement of social service delivery; promotion of democratic governance and civic engagement; and the strengthening of public health and environmental protection practices. Each of the partnerships have leveraged additional funding; cost-sharing, required at a minimum of 25 percent of the award, has ranged from \$30,000 to over \$600,000.

Institutional Partnership awards are an important means of enabling higher education partnerships that start small to scale up, either by replicating their success in new locations, or by expanding the partnership focus. Three of the six U.S. institutions granted awards in 1998 and 2000 had received seed money to initiate partnerships under the U.S.-Mexico Partners in Development Program between 1995 and 1997. In all three cases, the partnerships expanded to include new topic areas and activities. Two partnerships enabled Mexican students to strengthen their skills in community outreach in the field of public health, and one partnership enabled U.S. students to participate in a study abroad program focused on NAFTA.

## **International Workforce Development Partnerships (1998-2001)**

Through the *International Workforce Development Partnerships* program, administered by ALO and the American Association of Community Colleges (AACC), five U.S. community colleges worked with partner institutions in Mexico to enhance the skills of professionals in the import/export field, the environmental sector, and industry.

The Workforce Development partnerships built on the experience of U.S. community colleges to design and implement education programs geared toward the needs of local communities. As leaders in workforce development in the United States, community colleges engaged with business and industries to design curricula, training courses, and other programs to upgrade the skills of local workers. These institutions adapted this approach in their partnerships with Mexican institutions. Awards ranged from \$24,000 to \$50,000, and all partnerships included significant cost sharing, sometimes ranging from two to three times the award amount.

## **U.S.-Mexico Partners in Development Program (1995-1997)**

The *U.S.– Mexico Partners in Development Program* was designed to enhance the contribution of higher education to economic and social development through collaboration with business and industry. ALO supported partnerships between six U.S. and six Mexican higher education institutions. The initiative grew from a partnership between higher education associations in the two countries: ALO on behalf of six major associations representing all sectors of U.S. higher education, and the Mexican Asociación Nacional de Universidades e Instituciones de Educación Superior (ANUIES), on behalf of Mexican higher education institutions.

The six U.S.– Mexico partnerships developed from an ALO-ANUIES conference, titled *The Relevance of Higher Education to Development*, with the Latin American office of the Institute of International Education. The conference, held in February 1995 in Mexico City, sought to engage educators, business leaders, and government officials in an intensive examination of collaboration between U.S. and Mexican higher education institutions and the private sector.<sup>2</sup> In the resulting pilot initiative, ALO provided seed grants that ranged from \$11,013 to \$15,394 per partnership. Partnerships worked in agribusiness development, applied technology transfer, economic development, environmental sustainability, tourism, and water resources management. Institutions leveraged this modest funding to attract additional resources from several sources including foundations and corporations.

<sup>2</sup> D. Pallan Figuero., J. Claffey, and A. Adelman, eds., *Relevancia de la Educación Superior en el Desarrollo* (México City: ANUIES, 1995).



# Why Higher Education Partnerships?

Higher education partnerships are an important long-term development assistance investment and a crucial part of U.S. international development collaboration. Such partnerships provide:

- ***Innovation*** – Institutional partnerships diverge from the traditional USAID approach to training. Partnerships help assure that the right people are selected for training; that the training itself responds to the institutional development priorities; that the training takes place with oversight from the training and Mexican institutions through their partnership relationship; that the training is focused on a specific development issue identified locally rather than at a U.S. college or university; and that the trainee returns to work within an already established institutional and development setting.
- ***Continuous Access to Critical Expertise*** – In an increasingly technologically interdependent world, rapid access to new research, technical expertise, and information is critical. Long-term higher education partnerships foster a steady exchange of knowledge and skills between partners that strengthens each institution. Electronic mail and distance learning now facilitate a continuous flow of information.
- ***Cost-Effective Engagements*** – Pooling resources with a U.S. higher education institution or consortium bolsters Mexico's capacity to meet development challenges. Through cost sharing, institutions leverage their partner institution's resources without exorbitant costs; the whole becomes significantly greater than the sum of its parts. Likewise, higher education's contribution can leverage additional funding from partners in commerce and industry. For example, the partnership between the State University of New York at Morrisville, Universidad Tecnológica de Tula-Tepejí and Universidad Tecnológica de León secured \$100,000 from government and industry sources in Mexico in support of a partnership to develop training programs for wastewater management.
- ***Sustainable results*** – Higher education collaboration also strengthens educational infrastructure – partnerships build stronger, more responsive host country institutions and promote long-term self-sufficiency. Working closely with USAID, with its more than 50 years of development experience, bolsters the capacity of universities and other organizations to identify and solve problems at home with local resources. This is a critical factor in the sustainability of international development efforts.

The interest and strong commitment of Mexican higher education institutions to development and the deep understanding of the issues in their regions make them formidable partners in promoting development in Mexico. Assuring strong partnership arrangements also benefits the United States. The expertise (particularly in training and technology), cost effectiveness, and commitment of U.S. higher education institutions to partnering abroad make them a key resource for international development.

## Reaping Benefits in Mexico

Higher education institutions in Mexico are contributing to international development and achieving national goals by educating competent professionals in the fields of science, technology, business and management, and by addressing priority community issues through their extension programs. Institutional partnerships create:

- Opportunities for people to people exchanges that dispel distrust and increase understanding of the workings of globalization;
- Access to new knowledge through collaboration in research and teaching and the acquisition of new technologies accelerates innovation and helps Mexico build a competitive edge;
- Linkages with the private sector in both the United States and Mexico that meet the demands for professional training and develop better trading and cooperation partners;
- Opportunities to foster links with industry and business in Mexico and with local communities, and to leverage private support for programs that prepare students for the workplace.



## Bringing Benefits Back to the United States

Experience has proven that when U.S. colleges and universities contribute to international development, it benefits the United States as well as the host country. For example:

- U.S. faculty and students develop sharper global perspectives from working in development;
- Higher education partnerships provide an effective means of building and strengthening bridges of understanding and cooperation between the United States and other nations, contributing to global stability and peace;
- The application of insights, knowledge, and practice gained from international partnerships for development bolsters the competitive edge in the United States in areas as diverse as engineering, environmental management, microenterprise development, and information technology.



# Partnership Descriptions

## **U.S. – Mexico Training, Internships, Exchanges, and Scholarships (TIES) Partnerships (2002-Present)**

### *Trade & Capacity Development: New opportunities for growth*

Six TIES institutional partnerships focus on trade, border issues, and business. Partners are working together to establish small business development centers throughout Mexico to create dual degree programs in international business and marketing, to strengthen cooperative projects through exchange, and to enhance import/export opportunities in the United States and Mexico by increasing productivity and creating a center for international business education and economic development.

#### **San Diego State University/Universidad Autónoma de Baja California**

*Award Date:* 2002

*Award Amount:* \$291,564 of anticipated \$299,124 total

*Proposed Cost Share:* \$198,332 of anticipated \$208,411 total

San Diego State University and the Universidad Autónoma de Baja California are partnered to develop a joint master's degree program in transborder public administration and governance for the U.S.-Mexico border region. The goal of the partnership is to train the next generation of local, state, and federal public administration leaders on both sides of the border. It enhances the delivery of services to border community residents and improves transborder cooperation at the community level. U.S. and Mexican local governments will be able to more effectively address transborder problems, take advantage of regional opportunities (e.g., the construction of shared water, wastewater, and reclamation facilities), and collaborate in such areas as harmonized data generation, geographic information systems, and regional planning. The partners are developing a model for use in other regions of the U.S.-Mexico border zone.

#### **Southern Oregon University/Universidad de Guanajuato**

*Award Date:* 2002

*Award Amount:* \$218,960

*Proposed Cost Share:* \$646,105

The partnership between Southern Oregon University and Universidad de Guanajuato (UG) seeks to: (1) explore new collaborative projects between the two institutions that will secure the establishment, development, and permanence of a graduate-undergraduate student exchange program in academic areas of value to Mexico and the United States; (2) enhance opportunities for UG faculty members and executives in the business and industrial sectors of the Bajío area of Guanajuato state to earn a master's degree in administration while they continue to work; and (3) strengthen cooperative projects of both institutions through enhanced faculty and administrative staff exchange and interaction.

**Texas Christian University/Universidad de las Américas Puebla**

*Award Date:* 2002

*Award Amount:* \$104,574

*Proposed Cost Share:* \$182,446

The partnership between Texas Christian University and the Universidad de las Américas Puebla seeks to train professionals to lead business cross-border activities in Mexico and the United States. The partners are working to create a dual master's degree program in international business and marketing. Graduates of the program will be able to identify opportunities to develop trade between the United States and Mexico; develop skills for conducting negotiations and reaching agreements between companies in both countries; understand effective marketing strategies for consolidating and entering new international markets; understand how to develop strategic alliances with companies in other countries; and better understand how to conduct business in the North American Free Trade Agreement environment.

**University of Texas -San Antonio/Universidad Autónoma de Guadalajara**

*Award Date:* 2002

*Award Amount:* \$198,663 of anticipated \$297,971 total

*Proposed Cost Share:* \$175,072 of anticipated \$242,280 total

*Other Partners:* South-West Texas Border Small Business Center at UTSA; City of Guadalajara Department of Economic Development; City of San Antonio International Affairs Department; Casa San Antonio in Guadalajara; U.S. Small Business Administration; Association of Small Business Development Centers (ASBDC) Asociación Mexicana de Educación Continua; Confederación Patronal de la República Mexicana (COPARMEX); Latin Business Association; Secretaría de Economía; Nacional Financiera

This partnership aims to create a sustainable small business assistance infrastructure in Mexico and to develop a core of qualified small business development practitioners. It strives to improve the scope and quality of education services offered by Mexican universities. The goal of the UTSA/UAG partnership is to replicate in Mexico the very successful U.S. model of small business development centers in order to give existing small businesses and start-ups the knowledge and expertise necessary to compete in the marketplace in Mexico. Partners provide managerial and technical assistance to small- and micro-business sectors in Mexico by conducting outreach to historically underserved segments of the society—women-owned ventures and minority and economically disadvantaged entrepreneurs—and establishing a “circuit riding” schedule with partner organizations to provide convenient small business assistant services for all parts of metro Guadalajara.

**University of Wisconsin-Madison/Instituto Tecnológico y de Estudios Superiores de Monterrey-Campus Querétaro**

*Award Date:* 2002

*Award Amount:* \$190,712 of anticipated \$299,995 total

*Proposed Cost Share:* \$388,748 of anticipated \$602,649 total

*Other Partners:* Professional Dairy Producers of Wisconsin; State of Wisconsin Department of Agriculture; Trade; and Consumer Protection; UW Cooperative Extension Babcock Institute for International Dairy Research and Development; ALPURA; Consejo Nacional de Ciencia y Tecnología

Through the participation of students and faculty from both institutions, the University of Wisconsin-Madison and the Instituto Tecnológico y de Estudios Superiores de Monterrey-Campus Querétaro are collaborating to develop a master's level training program for dairy specialists. By establishing a Center for Excellence in Dairy Training to increase milk production, quality, and productivity in Central Mexico, the partners expect to raise the incomes of small farmers, improve the nutritional status of at-risk children, and increase trade in dairy products between the United States and Mexico.

**Western Illinois University/Universidad Autónoma de Querétaro, Centro Universitario**

*Award Date:* 2002

*Award Amount:* \$167,400 of anticipated \$247,860 total

*Proposed Cost Share:* \$161,449 of anticipated \$249,775 total

*Other Partners:* Nacional Financiera SNC; Banco de Comercio Exterior; U.S. Mexican/American Chamber of Commerce; John Deere, Inc.; Caterpillar, Inc.; Small Business Development Center of Western Illinois; Rotary International

The Western Illinois University and the Universidad Autónoma de Querétaro, Centro Universitario partnership is developing a Center for International Business Education and Economic Development that will become a catalyst for economic growth and vitality in Central Mexico. Through seminars and workshops, it is also developing the capacity of micro- and small businesses. In addition, the partnership provides exchange and internship opportunities for students and faculty, and enhances export and import possibilities between Central Mexico and the Midwest region of the United States.

### ***Natural Resource and Water Management: Opportunities for innovation***

Six TIES institutional partnerships focus on natural resource and water management issues. Partners are upgrading technological capabilities, improving the ecological understanding of ecosystems and strengthening institutional capacity to provide effective training opportunities.

#### **Indiana University/Universidad Nacional Autónoma de México**

*Award Date:* 2002

*Award Amount:* \$136,209 of anticipated \$150,877 total

*Proposed Cost Share:* \$127,730 of anticipated \$178,049 total

*Other Partners:* Proyecto de Conservación y Manejo Forestal; Unión Zapotecan Chinanteca

The Indiana University and the Universidad Nacional Autónoma de México partnership seeks to train Mexican scientists (biologists, foresters, and social scientists) and technical advisors in conservation theory and methodology. Graduate level training is also being provided in community governance and natural resource management. The partnership will provide forest communities in Oaxaca, Mexico, the methodological tools necessary to analyze and improve their institutional structures and performance, empowering them to become effective forest conservationists.

#### **Michigan Technological University/Universidad de Sonora**

*Award Date:* 2002

*Award Amount:* \$170,035 of anticipated \$299,860 total

*Proposed Cost Share:* \$304,629 of anticipated \$487,182 total

The partnership between Michigan Technological University (MTU) and the Universidad de Sonora (UNISON) seeks to train a new generation of bi-national, multi-disciplinary water resources experts to ensure responsible decision making for sustainable water resources in Sonora, Mexico. The training is carried out via master's programs in environmental, chemical, geological, and civil engineering, environmental policy, or forestry at MTU. Graduates of these programs will have a broad array of skills ranging from design of engineered systems to critical analysis of water policy. In addition to the master's training, one Ph.D. candidate will return to UNISON to teach courses in water resource engineering and related issues.

#### **Northern Arizona University/Universidad de Sonora**

*Award Date:* 2002

*Award Amount:* \$157,330

*Proposed Cost Share:* \$106,288

*Other Partners:* Red Fronteriza Sobre Salud y Medio Ambiente, A.C. (La Red)

This partnership expects to improve the ecological understanding of Sonoran Desert ecosystems and provide the basis for knowledge transfer to local communities and land managers through the training of master's students and faculty in applied ecology and

conservation biology. A principal objective of the partnership is to run an intensive program of student and faculty exchange and training within the framework of an applied ecological research project that focuses on documenting the biodiversity and basic ecological properties of the Sonoran Desert ecosystems across natural environmental gradients of temperature and precipitation and studying the ecological impacts human land use has on desert and semi-desert ecosystems in Sonora. This partnership is expected to help establish a strong program of biodiversity conservation and management at the Universidad de Sonora, develop institutional linkages, and lay the groundwork for a joint master's degree program.

**Texas A&M University-Corpus Christi/Lamar University/Instituto Tecnológica de Saltillo**

*Award Date:* 2002

*Award Amount:* \$133,334 of anticipated \$200,000 total

*Proposed Cost Share:* \$136,271 of anticipated \$200,203 total

*Other Partners:* Instituto Tecnológica de Coahuila; Universidad Tecnológica de Torreón

Texas A&M University-Corpus Christi, Lamar University, and Instituto Tecnológica de Saltillo are collaborating to address major water resources issues in Northern Mexico. The partnership provides research training and educational programs for Mexican undergraduates, graduates, and lifelong learners. The partnership addresses water scarcity, dramatic growth, and inadequate water resource management. Master's level students are trained in sustainable water resource management and in the latest wastewater treatment technology. The partners are working to establish a bi-national student and faculty program with significant industrial participation. Training and short courses are used to educate the public and industrial sectors in the latest technologies.

**University of Connecticut/Universidad Autónoma de Baja California**

*Award Date:* 2002

*Award Amount:* \$299,857

*Proposed Cost Share:* \$331,589

*Other Partner:* Project Oceanology

The partnership between the University of Connecticut (UConn) and the Universidad Autónoma de Baja California (UABC) seeks to improve education in Marine Sciences and Coastal Management at the K-12 and post-secondary levels through student and faculty training, exchanges, and joint research projects. The partners are working together to upgrade the technological capabilities in areas such as environmental and coastal process monitoring, biodiversity, and living and non-living marine resource assessments. In addition, the partnership reinforces UABC's capacity to deal with the array of stakeholders who play a role in coastal management issues in Mexico, including policy-makers at the state, national, and international levels.

### **University of New Mexico/Universidad de Quintana Roo**

*Award Date:* 2002

*Award Amount:* \$124,613 of anticipated \$188,902 total

*Proposed Cost Share:* \$101,828 of anticipated \$139,113

*Other Partners:* University of Rhode Island's Coastal Resources Center, Dirección de Zona Federal Marítimo Terrestre de la Secretaría de Medio Ambiente y Recursos Naturales; Colegio de Biólogos del Tecnológico de Chetumal; Amigos del Manatí; Amigos de Sian Ka'an; and UNM's Latin American and Iberian Institute

The partnership between the University of New Mexico and the Universidad de Quintana Roo (UQROO) seeks to build institutional capacity for providing academic and professional training in Natural Resources Planning and Management (NRPM), ultimately contributing to the establishment of an international, master's level NRPM program at UQROO.

#### ***Agriculture: Building capacity through training***

Training in the agricultural sector is the emphasis of two TIES institutional partnerships. Partners are working together to develop training programs in a variety of areas.

### **University of Arizona/Universidad Autónoma de Chapingo**

*Award Date:* 2002

*Award Amount:* \$230,304 of anticipated \$299,934 total

*Proposed Cost Share:* \$219,416 of anticipated \$292,561 total

*Other Partners:* Mexican Institute for Water Technology; Rio Fuerte Farmer's Associations; Arizona Drip Systems

The University of Arizona (UA) and the Universidad Autónoma Chapingo (UACH) are partnered to enhance UACH's capacity to provide training and continuing education in emerging and unique areas relevant to agriculture in Mexico. UA and UACH faculty jointly teach courses in Mexico that address bioprocess engineering, controlled environment agriculture, and irrigation. The partnership provides master's degree training for Mexican students, short-term training for UACH faculty, and short courses for UACH graduate students and faculty in controlled environment agriculture. Through public and private sector cooperation, the partnership also provides graduate internship opportunities in Mexico and the United States.

### **University of Illinois at Urbana-Champaign/Universidad Autónoma de Querétaro**

*Award Date:* 2002

*Award Amount:* \$199,084 of anticipated \$297,667 total

*Proposed Cost Share:* \$310,037 of anticipated \$523,146 total

*Other Partners:* Centro de Investigación y de Estudios Avanzados del Instituto Politécnico Nacional; Unidad Irapuato; Departamento de Ingeniería Química y de Ingeniería Bioquímica del Instituto Tecnológico de Celaya; Centro de Ciencias Básicas de la Facultad de Química at the Universidad Autónoma de Aguascalientes; Instituto de Ciencias Agrícolas at the

Universidad de Guanajuato; Centro de Investigación y Estudios de Posgrado de la Facultad de Ciencias Químicas at the Universidad Autónoma de San Luís Potosí

The partnership between the University of Illinois at Urbana-Champaign and the Universidad Autónoma de Querérato's Programa de Posgrado en Alimentos del Centro de la República seeks to educate and train Mexican graduate students to improve agriculture, food quality, nutrition, and health in Mexico and to build sustainable ties between the two institutions through research projects. The training program integrates plant and animal sciences, food engineering, nutritional and consumer science, and technology transfer leading to the production of nutritionally improved food plants and food products. The partners are exploring research opportunities in areas related to the development of improved varieties of fruits and vegetables.

***Civil Society and Dual Degrees: Building capacity through collaboration***

**The promotion of civil society and the development of dual degree programs are another facet of TIES institutional partnerships. Two partnerships directly address these issues.**

**University of Scranton/Universidad Iberoamericana**

*Award Date:* 2002

*Award Amount:* \$299,067

*Proposed Cost Share:* \$299,420

*Other Partners:* Desarrollo de la Comunidad, A.C.; Hospital de Perinatología; Fundación Pro Niños de la Calle; Hospital Velez; Hospital de Tacubaya; Leahy Community Health Center

This partnership aims to improve access to quality culturally sensitive mental health services for the majority of the Mexican population by developing a collaborative master's/dual degree program in community counseling. The partnership develops professional competence in counseling for faculty, human services professionals and counselors-in-training through exchanges and cross training. It will also increase the technological capability of Universidad Iberoamericana by establishing a computer lab and installing web-based instructional resources. The partners are designing collaborative community intervention programs, and they plan to launch a new Latin American counseling journal. They are developing a Latin American Counseling Symposium for mental health providers and counseling professionals. By having the first accredited counseling program in Mexico, Universidad Iberoamericana, is expected to assume a cutting-edge position in globalizing the counseling profession.

**University of Texas at Austin/Benemérita Universidad Autónoma de Puebla**

*Award Date:* 2002

*Award Amount:* \$212,162

*Proposed Cost Share:* \$500,600

*Other Partners:* Colegio Mexiquense; Instituto Tecnológico de Estudios Superiores de Monterrey-Ciudad de México; Universidad de las Américas-Puebla

This partnership endeavors to improve civil society in Mexico and the United States by building collaboration between the participating institutions and philanthropists in both countries. The partners engage in activities that build institutional capacity to train faculty on issues related to philanthropy, non-profit management, civil society, and volunteerism; contribute to curriculum development in the above fields; promote student exchanges between the partner universities; support collaborative research on issues related to civil society organization, philanthropy, and volunteerism; and build institutional capacity for community outreach by publishing research, holding conferences, and creating networks between universities and local civil society organizations.

**Higher Education Institutional Partnerships for Development Cooperation Program (1998-present)*****Improving public and environmental health through community outreach***

Seven partnerships are working with national and state governments to support public health and social work programs in priority states. Partners are responding to the concerns of both the U.S. and Mexican governments over the growing HIV/AIDS problem and the incidence of tuberculosis along the border area, working to strengthen public health initiatives through community outreach, and collaborating to improve programs environmental and water management.

**Florida Agricultural and Mechanical University/Universidad Iberoamericana**

*Award Date:* 2000

*Award Amount:* \$100,000

*Proposed Cost Share:* \$42,739

*Other Partners:* Census Information Center

Florida Agricultural and Mechanical University (FAMU) and the Universidad Iberoamericana (UIA) are building a community and economic development program that will strengthen civic education, community outreach, and community organization. The partnership seeks to encourage universities to work with local neighborhoods and the public and private sectors to restore trust in government. FAMU has created a minor in urban studies and economic development within its Department of Political Science, and has assisted in developing the curriculum for a certificate program in community and economic development at UIA. The partners recently conducted fora

on enhancing voter and political participation in the community, HIV/AIDS community awareness, and HIV/AIDS in Africa and debt cancellation; held a three-day Florida Community Leadership workshop; and collaborated with Central de Servicios para el Desarrollo del Estado México (SEDEMEX) to replicate a workshop on strategic planning for the approximately 1,000 rural micro-entrepreneurs they serve. The partners will conduct at least three more workshops for community development organizations on basic communication competencies, conflict negotiation, and fundraising, and at least three fora for poor junior high school students on interpersonal communication, self-confidence, and teenagers and self-perception of cultural identity of young people from Mexico City.

**Maricopa Community College District/Universidad Veracruzana**

*Award Date:* 2000 (completed March 2003)

*Award Amount:* \$100,000

*Final Cost Share:* \$118,101

*Other Funds Leveraged:* \$170,000

*Other Partners:* Arizona Small Business Association; Greater Phoenix Chamber of Commerce; Veracruz State Entrepreneur Association; Universidad Veracruzana Hospital School; various community colleges throughout rural Arizona; Salt River Maricopa Native American Community; Secretario de la Economía; Nacional Financiera; Xalapa Chamber of Commerce; Arizona AIDS Project

The Maricopa Community College District and the Universidad Veracruzana (UV) partnered to expand outreach efforts on HIV/AIDS, tuberculosis, and diabetes in the rural, low-income areas of Veracruz and to promote the competitiveness and environmental protection practices of microenterprises by developing a small business center – Centro Universitario de Servicio a la Empresa (CUSEM) – at UV. As a result of the outreach effort, approximately 6,000 UV students are using the HIV/AIDS manual developed under the collaboration, and 3,000 students and local residents are enrolled in a program to share the HIV/AIDS information with communities and families. Also, 150 UV “University Brigade” students have been trained to disseminate public health information to 1,400 neighborhoods and communities. In the small business initiative, 40 UV faculty have been certified as counselors at CUSEM; 55 entrepreneurs have enrolled as full-service clients; 13 businesses have sought consultation on corporate image; 20 entrepreneurs completed a course on obtaining credit; and 30 students were placed in business internships. The Rector of UV met with representatives of a new small business center at the Universidad Autónoma de Guadalajara (UAG), government officials, and others from the public and private sectors to seek federal support for a nation-wide system of small business centers. In May 2003, stakeholders from eight states, UV, and UAG convened a conference to advance the initiative.

**University of California-San Diego/Universidad Autónoma de Baja California**

*Award Date:* 2001

*Award Amount:* \$99,782

*Proposed Cost Share:* \$53,399

*Other Partners:* U.S.-Mexico Border Health Association; Pan American Health Organization; Ministry of Health; ISESALUD; ISSSTE CALI; IMSS; CONASIDA; ISSSTE; FRONTERAS UNIDAS PROSALUD; Hospital General de Tijuana; San Diego State University; California Office of Bi-national Border Health; County of San Diego Office of Border Health; approximately six other U.S. and Mexican health and government entities

To address the health and development challenges facing the California/Baja California region, the University of California-San Diego (UCSD), the Universidad Autónoma de Baja California (UABC), and Project Concern International are offering educational services to increase the number of health care practitioners, community health workers, and medical students trained in cross-border HIV/AIDS and tuberculosis (TB) issues. Since beginning their collaboration, the partners have met regularly to develop curricula for the training courses, formulate an evaluation process, and develop strategies to disseminate information. Among other significant activities, the partners have (1) conducted several workshops and symposia for health practitioners on the diagnosis, treatment, and control of TB and HIV/AIDS; (2) conducted workshops and a symposium on pre-natal AIDS; (3) conducted workshops for Mexican medical students on HIV/AIDS prevention; (4) organized HIV/AIDS prevention programs for volunteers in local communities; (5) aired radio programs to increase HIV/AIDS awareness among adolescents; (6) and conducted two bi-national HIV/AIDS roundtables, out of which emerged bi-national focus groups on HIV/AIDS-related epidemiology, care and treatment, education and prevention, policy and planning, and funding opportunities. Approximately 1034 Mexican nationals have received both short-term and informal training.

**Montana State University/Universidad Autónoma de Baja California**

*Award Date:* 2000

*Award Amount:* \$99,954

*Proposed Cost Share:* \$135,438

*Other Partners:* Alianza Internacional Desierto Sonorense; Pronatura Península de Baja California; Benefis Healthcare; Cascade County Health Department; local small businesses; regional public health clinics; municipal governments; regional K-12 schools

Montana State University (MSU) and the Universidad Autónoma de Baja California (UABC) are partnered to develop sustainable community outreach programs in public and environmental health, public school water education, and small business pollution prevention. Representatives of the international water education project (WET), the Mexico Institute of Water Technology, and UABC conducted two teacher education workshops in Mexico for more than 50 educators and Department of Education leaders, and one meeting for a new bi-national watershed education initiative. Taking advantage of the UABC requirement that all students perform hundreds of hours of community service, the partners taught student

volunteers at elementary schools to disseminate information about water education. As a result of faculty, staff, and student exchanges, community health nursing courses include more on environmental health. Both MSU and UABC have developed keener insight into how nursing care is delivered in the United States and Mexico, the impact of national policies on the respective health care systems, and the role environmental factors play in various clinical conditions.

#### **University of Georgia/Universidad Veracruzana**

*Award Date:* 1998 (completed July 2001)

*Award Amount:* \$91,899

*Final Cost Share:* \$231,939

*Other Funds Leveraged:* \$548,026

*Other Partners:* Escuela Normal Veracruzana; Universidad Pedagógica Veracruzana, La Caña; Desarrollo Integral de la Familia (domestic violence agency); Secretariat de Educación y Cultura; Centers for Disease Control and Prevention; Gainesville City Schools; Hall County Board of Education; Garnett Ridge Family Support Center

The partnership between the University of Georgia (UGA) and Universidad Veracruzana (UV) worked to increase the number of bilingual and culturally competent social workers, education professionals, and students in Georgia and in Veracruz through faculty and student development programs and in-service training for professionals in the field. More than 35 Mexican faculty, students, teachers, and social workers shared instructional approaches with UGA professors, attended courses at UGA, and job-shadowed their counterparts at Georgia schools and social service agencies. A group of 194 U.S. teachers, students, and social workers traveled to Mexico for academic and professional development activities. The partners organized several workshops at UV on topics including hepatitis, substance abuse, and disability services. They also held two videoconferences from UGA that drew approximately 200 participants. Together, the partners developed a new social work curriculum at UV; established more than 20 new formal linkages in Mexico and Georgia; conducted applied research projects with rural Mexican communities; and made 12 visits to a school in the rural community of La Caña. Overall, 538 women and 132 men from Mexico and the United States participated directly in the project, through exchange visits, workshops, and conferences. The partnership's success enabled it to win 17 additional grants.

#### **University of Rhode Island/Universidad de Quintana Roo**

*Award Date:* 2000 (Completed September 2002)

*Award Amount:* \$99,984

*Final Cost Share:* \$39,622

*Other Partners:* Mexico Federal Environmental Protection Agency; State Department of Environment; Orton P. Blanco Municipal Planning Agency; State Association of Biologists and Engineers; Hotel Association of Quintana Roo; Amigos de Sian Ka'an

The goal of the partnership between the University of Rhode Island (URI) and the Universidad de Quintana Roo (UQROO) was to establish a regional center for geographic

information system (GIS) data and technical expertise to improve environmental management on the Yucatán Peninsula. The southeastern State of Quintana Roo is one of the most rapidly growing and extensive tourism corridors in the Caribbean, and therefore faces the multiple challenges of preserving biodiversity, ensuring adequate and clean water and food supplies, and promoting sustainable economic growth. In addition to establishing a GIS Center housed within UQROO's Science Department, URI and UQROO created a regional GIS coordinating body (La Red de Sistemas de Información Geográfica para la Península de Yucatán: SIGPY) comprised of active GIS users and representatives from NGOs and research organizations. The Center is well positioned to assist local and federal government officials in adopting environmentally sound management plans. It is also a key technical information and training center in the promotion of GIS applications for economic development and environmental protection, spatial data modeling, ecological mapping, and data integration for environmental applications. SIGPY's primary responsibilities include adopting standards for data development, coordinating the construction base map data, identifying future development priorities, and distributing geospatial information via the Internet.

**University of Wisconsin-Madison/Universidad de Guadalajara**

*Award Date:* 2001

*Award Amount:* \$97,093

*Proposed Cost Share:* \$204,568

*Other Funds Leveraged:* \$582,000

*Other Partners:* Trout Unlimited; eight municipal presidents (mayors) from the Ayuquila River watershed

The partnership between the University of Wisconsin-Madison (UWM) and the Universidad de Guadalajara Centro Universitario de la Costa Sur (CUCSUR) seeks to develop a replicable model for community-based watershed management that is both ecologically sound and politically sustainable. Among other significant accomplishments, the partners (1) established an Intermunicipal Committee for the Integrated Management of the Lower Ayuquila Watershed, with a special fiduciary fund to ensure prompt and flexible funding for watershed management activities; (2) continued their monthly monitoring of the Ayuquila River's water quality, sharing results with the Biosphere Reserve Sierra de Manantlán Directorate and the Ayuquila Watershed Commission; (3) conducted a study of the potential use of residual water from a sugar mill for irrigation, which would ultimately result in zero discharge into the Ayuquila River; (4) collected and analyzed data on water use and accompanying financial variables; (5) held several meetings with local and national officials on legal, institutional, and financial matters related to water use in the watershed; and (6) incorporated the intermunicipal initiative into the wider Sierra de Amula Region agenda for development. In the coming months, the partners will conduct workshops on solid waste recycling and water quality, exchange faculty, and present collaboration results at various fora.

### ***Promoting good governance through networking and training***

Two partnerships focus on developing programs to strengthen public management and to promote judicial professional at the state court level in Mexico.

#### **National Association of Schools of Public Affairs and Administration/Latin American Universities in 12 Countries**

*Award Date:* 1999

*Award Amount:* \$100,000

*Proposed Cost Share:* \$101,366

*Other Funds Leveraged:* \$200,000

This partnership is creating a self-sustaining network of colleges and universities in the United States and Latin America – through both North-South and South-South collaborations – to strengthen public administration education as a means of improving public management, which, in turn, ensures more transparent and accountable government institutions. During a February 2003 meeting in Brazil, the representatives of 27 higher education institutions adopted the by-laws for the Inter-American Network for Public Administration Education (INPAE), the crucial first step toward institutionalizing INPAE as a formal entity. Also in Brazil, the National Association of Schools of Public Affairs and Administration (NASPAA) and the Brazilian School of Public and Business Administration (EBAPE) of the Getulio Vargas Foundation (FGV) organized a workshop on program and policy evaluation for 134 higher education representatives. The U.N. Division for Public Administration and Development Management, EBAPE -FGV, and the International Association of Schools and Institutes of Administration organized a conference on improving the quality of public administration education and training. The partners also disseminated the INPAE textbook, *Gerenciando las Relaciones Intergubernamentales: Experiencias en América Latina*, to INPAE members, NASPAA members, and numerous U.S. and Latin American colleges and universities. In 2000, NASPAA received \$200,000 from the Flora and William Hewlett Foundation in support of INPAE activities.

#### **University of Texas-Austin/Instituto Tecnológico y de Estudios Superiores de Monterrey**

*Award Date:* 2001

*Award Amount:* \$259,189

*Proposed Cost Share:* \$65,219

*Other Partners:* President of the Superior State Court; Judicial Advisory Board; Judicial Training Institute of Nuevo León

The partnership between the University of Texas-Austin (UTA) and the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) seeks to provide judicial training and promote judicial professionalism at the state court level in Mexico and to increase the capacity of the constitutionally created Judicial Training Institutes to contribute to Mexico's development. In June 2003, the partners conducted a train-the-trainers seminar in Monterrey for judicial education instructors from the host state of Nuevo León and the

neighboring states of Coahuila and Tamaulipas, selected by the Judicial Training Institutes. Targeting needs common to these three states, the partners are developing four pilot judicial training modules in mediation, stress and time management and effective listening, ethics, and the use of new technologies in the judiciary. The module topics were defined and are being further refined with the support of the president of the Superior State Court, the Judicial Advisory Board, the Judicial Training Institute in Nuevo León, and other key members of the Mexican judiciary. UTA's School of Law recently granted a democracy fellowship to a J.D. student to serve as a partnership project intern for 12 weeks at ITESM during the summer.

***Protecting and enhancing the environment for long-term sustainability***

Three partnerships focus on agribusiness, biotechnology and the sustenance of degraded critical ecosystems.

**The Ohio State University/Colegio de Postgraduados en Ciencias Agrícolas**

*Award Date:* 1998 (completed August 2002)

*Award Amount:* \$99,972

*Final Cost Share:* \$366,948

*Other Partners:* 41 partners, primarily Ohio and Mexican agribusiness firms represented on OSU's Agribusiness Advisory Council and CP's Agribusiness Advisory Council

This partnership sought to establish an on-going program in agribusiness at the Colegio de Postgraduados en Ciencias Agrícolas (CP) and to enhance The Ohio State University's (OSU) knowledge of Mexico and involvement in Mexican agribusiness and NAFTA. Early on in the collaboration, the partners created three new short courses at CP: Agribusiness Management, Agricultural and Food Marketing, and Agricultural Food Systems. By the end of the funding period, the management course had been offered six times at CP and two more times in the states of Morelos and Tabasco, enrolling a total of 322 students. The latter two courses started later and enrolled 31 and 40 students, respectively, in their first offerings. The partners also established a technical agribusiness master's degree program at CP, with 40 students enrolling in the first year; an agribusiness certificate program for CP master's and Ph.D. students in any discipline; and Agribusiness Advisory Councils at both CP and OSU, comprised of representatives from the public and private sectors. Three members of OSU's Council traveled to Mexico to tour agribusiness enterprises. CP and OSU are successfully using posters, brochures, and television ads, to market the new agribusiness program throughout Mexico.

**Texas A&M University (Texas Agricultural Experiment Station)/ Consorcio Técnico del Noreste de México: Universidad Autónoma de Nuevo León/ Universidad Autónoma de Tamaulipas/Universidad Autónoma Agraria Antonio Narro**

*Award Date:* 2003

*Award Amount:* \$125,000

*Proposed Cost Share:* \$397,681

This partnership seeks to improve the abilities of six faculty from two universities to teach, conduct research, and apply biotechnology to high priority regional problems related to food, agriculture, and the environment. Faculty spend six-month sabbaticals at Texas A&M University, immersed in biotechnology research on infectious diseases of sheep and goats. They select, design, and produce instructional communications technology media; practice leadership skills to share their knowledge with students and faculty; and develop a plan to expand the effort to other universities in Mexico. Six Texas A&M University faculty guide the experiential learning and conduct support activities in Mexico.

**Texas A&M University (Texas Agricultural Experiment Station)/Consorcio Técnico del Noreste de México: Universidad Autónoma de Nuevo León/ Universidad Autónoma de Tamaulipas/Universidad Autónoma Agraria Antonio Narro**

*Award Date:* 2001

*Award Amount:* \$100,000

*Proposed Cost Share:* \$110,975

*Other Funds Leveraged:* \$187,000

*Other Partners:* Unión Ganadera Regional de Nuevo León; Unión Ganadera Regional de Tamaulipas; Unión Ganadera Regional de Coahuila; Instituto Nacional de Investigaciones Forestales, Agrícolas y Pecuarias; Universidad Juárez del Estado de Durango; Universidad Autónoma de San Luís Potosí; Heifer Project International; Extension Service Mexico; Producers Cooperative Association

The Texas A&M University (TAMU) System's Texas Agricultural Experiment Station and the three member institutions of the Consorcio Técnico del Noreste de México (CTNM)—Universidad Autónoma de Tamaulipas, Universidad Autónoma de Nuevo León, and Universidad Autónoma Agraria Antonio Narro—are collaborating to increase local and national management capacity to restore and sustain degraded critical ecosystems in the semi-arid regions of northern Mexico, and to improve sustainable land use in these areas. Among other significant accomplishments, TAMU and CTNM (1) trained over 40 agricultural extension agents to diagnose, control, and prevent an important viral disease in sheep and goats; (2) evaluated ten buffelgrass cultivars for blight susceptibility; (3) installed seven weather monitoring stations in Texas and Mexico; (4) trained six Mexican graduate students to design, collect, and analyze social science-oriented research data; (5) organized a tour of production systems and industries in Texas for Mexican livestock producers; (6) launched a new animal biotechnology course at UAT; (7) gave numerous collaboration-related presentations and training sessions at conferences, workshops, and seminars

attended by U.S. and Mexican faculty, students, veterinarians, and producers; and (8) published the first scientific article based on the Simple Ecological Sustainability Simulator model. Four Mexican producers provided direct support for the collaboration in the form of land, equipment, and supplies.

## **International Workforce Development Partnerships (1998-2001)**

International Workforce Development Programs supported partnerships that worked to enhance the skills of professionals in the import/export field, the environmental sector, and industry.

### **Daytona Beach Community College/Universidad Regiomontana**

*Award Date:* 1998 (completed December 2000)

*Award Amount:* \$49,972

*Final Cost Share:* \$76,520

*Other Funds Leveraged:* \$11,000

*Other Partners:* The Center for International Business Education; Glassner & Handel, Law Firm; Florida Resource Center; Excel International Advisors, Inc.

The main objective of the partnership between Daytona Beach Community College (DBCC) and Universidad Regiomontana (UR) was to encourage broad-based economic growth and leverage investment in technology to generate employment opportunities. The partners established highly successful import/export training programs at UR to meet the needs of firms conducting business in the North American Free Trade Agreement (NAFTA) corridor. These programs focused on business applications of information technology. The partners launched courses at UR in fall 2000. DBCC faculty assisted in teaching the new curriculum, which the partners developed with the assistance of U.S. and Mexican experts in import/export techniques. The *Orlando Sentinel* sponsored presentations in Florida on the importance of these international development programs in an effort to raise global awareness and international competency of citizens. Due to the great success of the import/export training program, Mexican city and state government officials approached the partners to collaborate on developing a criminal justice training program. The program would benefit new police officers as well as mid- and upper-level managers of local law enforcement agencies.

### **Kirkwood Community College/Universidad Tecnológica de Fidel Velázquez**

*Award Date:* 1998 (completed December 2000)

*Award Amount:* \$49,999

*Final Cost Share:* \$18,986

*Other Partners:* Technological University of Puebla; Partnership for Environmental Technology Education

A partnership with Kirkwood Community College (KCC) laid the foundation for the Universidad Tecnológica de Fidel Velázquez (UTFV) and the Universidad Tecnológica de Puebla (UTP) to establish themselves as leaders in the development of wastewater

management training programs in Mexico. Staff of KCC's Environmental Training Center developed and conducted a short-term train-the-trainer workshop that addressed water pollution in Mexico, the teaching of water pollution control to environmental students in Mexican university programs, and technical competencies critical for successful operation of wastewater treatment facilities. Among the partnership's significant accomplishments was the successful integration of KCC materials into the UTFV training curriculum. KCC assisted UTP in instituting a mandatory operator certification program in Puebla based on the Iowa model. Since the partnership project ended, UTFV has created and is leading a group of environmental directors from technological universities to exchange project information and share resources. The group has initiated meetings with federal authorities to discuss implementation of training requirements for operators of wastewater treatment plants, and individual members have approached state authorities to assist with policy decisions concerning such training.

**Paradise Valley Community College/Universidad Tecnológica de Tabasco**

*Date Started:* 1998 (completed December 2000)

*Award Amount:* \$49,975

*Final Cost Share:* \$108,147

The international environmental technology workforce development partnership between Paradise Valley Community College (PVCC) and the Universidad Tecnológica de Tabasco (UTTAB) was designed to create a cadre of workers in Tabasco who are knowledgeable about environmental health and safety and prepared to assist industries and the government in protecting the environment. In the first phase of the project, UTTAB completed a needs assessment of their local industry, and the PVCC team confirmed the need for an Environmental Health and Safety Technology (EHST) program in Tabasco. In phase two, six UTTAB faculty attended an intensive program on the PVCC campus to increase institutional capability to train qualified environmental technicians. PVCC and a national nonprofit organization, Partners for Environmental Technology Education, collaborated on developing educational programs to assist UTTAB with its training efforts. A team of U.S. experts on the environment, community outreach, multimedia development, and program evaluation worked with UTTAB in Mexico to evaluate progress, enhance the curriculum, and disseminate project materials. In addition to the EHST program, the partnership has initiated three other workforce development activities: (1) Tabascan outreach to the PEMEX industry, focusing on pollution prevention; (2) an outreach program to Tabascan elementary schools, focusing on environmental awareness, and (3) a Consortium for Regional Development of Environmental Programs at eight universities in Mexico.

**San Diego Community College District/Centros de Capacitación Tecnológica Industrial**

*Award Date:* 1998 (completed December 2000)

*Award Amount:* \$49,999

*Final Cost Share:* \$46,920

*Other Partners:* Centros de Capacitación para el Trabajo Industrial, Mexico; American Electronics Association; San Diego Economic Development Corporation; BC Samsung Mexicana; Cannon Business Machines of Mexico; Sony of Tijuana; Hitachi of Mexico; Industria Naval de California; CACINTEA of Tecate

San Diego Community College District (SDCCD) and Centros de Capacitación Tecnológica Industrial (CECATI) collaborated on the Borderlands Workforce Development Partnership to support sustainable regional economic development by improving the employability of the Mexican workforce through education and training. The partners worked with business and industry to develop model curricula and instructional materials for U.S. industry-approved certification programs in electronics and welding, primarily for Mexican workers employed by U.S. companies operating in Mexico. Contacts and linkages developed with the American Welding Society and the International Association of Certified Electronics Technicians and industry representatives from both the United States and Mexico secured industry approval for the program materials. The partners received a U.S. Department of Education grant to develop an information and resource exchange network between educational institutions and industrial associations in both Mexico and the United States. After completing their certified instructor training, CECATI instructors in 198 institutions throughout Mexico will be able to use the project materials to certify their own students, thereby creating a self-sustaining infrastructure of continued training and professional certification in well-paying, high-technology jobs. The curriculum and training materials designed by the partners will be used as a model for developing certification training programs in automotive technology, air conditioning and refrigeration, machine tooling, and electronic soldering.

**State University of New York at Morrisville/Universidad Tecnológica de Tula-Tepeji**

*Date Started:* 1998 (completed December 2000)

*Award Amount:* \$49,001

*Final Cost Share:* \$110,992

*Other Funds Leveraged:* \$100,000

*Other Partners:* Universidad Tecnológica de León; Ogden Yorkshire Water Company; City of Auburn WWTF; Anheuser Busch Waste Treatment Facility; Carrier Transicold; City of Oneida WWTF; Bristol Meyers Squibb; New Process Gear WWTF; Niagara Mohawk Nuclear WWTF

The partnership between the State University of New York at Morrisville (SUNY-Morrisville) and Universidad Tecnológica de Tula-Tepeji provided training for municipal and industrial wastewater treatment plant operators. Instructors from the Mexican Universities attended training in New York, worked with municipalities and businesses, and observed

academic programs at SUNY–Morrisville. The partners from SUNY–Morrisville traveled to Tula-Tepeju and León to assess local training needs and assist with program development and implementation. The partners successfully lobbied the Mexican government in favor of certifying wastewater treatment operators.

## **U.S. – Mexico Partners in Development Program (1995-1997)**

Partnerships under this program focused on agribusiness development, applied technology transfer, economic development, environmental sustainability, tourism, and water resources management.

### **California Polytechnic State University, San Luis Obispo / The National Directorate of Technological Institutes**

California Polytechnic State University (Cal Poly), San Luis Obispo and the National Directorate of Technological Institutes, through Instituto Tecnológico de Culiacán, received a U.S.-Mexico Partners in Development pilot grant in 1995 to support the Cal Poly initiative for Technological and Educational Advancements in Mexico for Innovation and Needed Growth (TEAMING) and development of the Center for Technological Innovation (CTI). Cal Poly's agreement with the Secretariat of Public Education for the TEAMING initiative created opportunities for its faculty to participate in project development with a diverse Mexican faculty from polytechnic colleges in various Mexican cities. CTI, in Culiacán Sinaloa, was envisioned as a regional coalition of private industry, state government, the Technological Institute of Culiacán and Cal Poly, to enable faculty, staff and students of both institutions to participate in industrial symposia, professional development courses, training seminars, and research endeavors. The coalition also sought to develop proposals for industrialization projects in manufacturing, product development, environmental-technology, and food processing.

### **Maricopa Community College District/Universidad Autónoma de Baja California, Sur**

Maricopa Community College District (MCCD) and Universidad Autónoma de Baja California, Sur (UABCS) began a partnership in 1996 under the U.S.-Mexico Partners in Development initiative as a result of a visit to MCCD by the UABCS Rector and a meeting of senior leaders from both institutions. The partnership agreement focused on two areas: the tourism and services industry and water resources management. After a series of meetings with MCCD faculty and industry representatives in Los Cabos and La Paz in 1997, agreement was reached on training and education needs in the hospitality industry and how to address the issue of water management. In only seven months the partnership had achieved the following results: UABCS sought approval for an Associate Degree program in hospitality management; agreement was reached on the addition of courses in tourism and water culture in secondary schools in La Paz, and UABCS in was invited to join the State Council of Tourism Development and become a member of the National Water Commission. UABCS was also recognized as a contributing member in economic development and invited to form a small business development and deregulation entity.

### **Montana State University / Universidad Autónoma de Baja California**

Through a U.S.-Mexico Partners in Development Program award in 1995, Montana State University (MSU) and Universidad Autónoma de Baja California (UABC) used exchange visits by senior university officials to highlight ways in which the two institutions are contributing to economic development and environmental sustainability in their respective states and to establish the foundation for a long-term partnership. The UABC delegation's visit to MSU provided an introduction to MSU's methods for fostering economic development. The reciprocal visit acquainted MSU officials with UABC's institutional capabilities and technology transfer needs. These visits allowed MSU and UABC to develop a plan for educational and cultural exchanges and cooperation in research on environmental technologies. Since then, regular academic exchange programs between the two institutions have been implemented. Students from MSU's Community Service program visited various UABC campuses and performed community service in outlying rural areas. UABC students provided community service in Montana, and Montana State University students studied marine biology at UABC's marine research center. UABC and MSU agricultural scientists have exchanged plant and seed materials. A workshop on technology transfer that linked MSU campuses with ten Northern Mexico universities in 1997 showed how partnerships can develop beyond the original institutional relationships.

### **Purdue University / Instituto Tecnológico y de Estudios Superiores de Monterrey**

Purdue University and Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) received a 1995 U.S.-Mexico Partners in Development grant to build the partnership between the two institutions. The award supported the visit of senior officials from ITESM to Purdue in 1995 during which agreement was reached on linkages in teaching, research and service. Within two years the partnership achieved the following results: collaboration on the design and implementation of summer and semester student exchange programs in agriculture, the liberal arts, and computer science; negotiation with U.S. agribusiness firms to participate in an internship program with ITESM students; curricula development and faculty exchanges in Management and Technology; development of a research project on the teaching of calculus; collaboration on a biotechnology research project; production of a proposal for an international manufacturing project in the electronics industry, and development of a joint executive master's program to create linkages between the two universities and the private sector.

## **West Virginia University / Universidad de Guanajuato**

A 1995 Institutional Partnership award to West Virginia University (WVU) provided an opportunity for a delegation from Universidad de Guanajuato (UG) to visit WVU to discuss innovations in engineering education involving industrial internships for students and training to resolve specific industrial problems. Cooperation between the two institutions provided opportunities for interaction and teamwork between U.S. and Mexican students and faculty. A successful initiative in engineering education focused on industrial projects in the area of Computer Aided Design Applications conducted by students from WVU and UG. A delegation from WVU visited UG to consolidate the institutional relationship, expand the joint activities, and seek diversification by involving industry, national research centers, and federal and state agencies in the two countries.



# Future Prospects

Higher education partnerships have brought significant benefits to both the United States and Mexico. These partnerships show that, in addition to research-intensive universities, an array of higher education institutions are active in development cooperation – including community colleges, liberal arts colleges, and smaller state universities in the United States, and universities and post-secondary technical training institutions in Mexico. They reveal that higher education is joining actively with businesses and communities to promote development abroad and at home.

Information, education, and training alliances are rapidly building networks that crisscross national borders. Partnerships pay dividends in both the United States and Mexico—through more problem-centered curricula, research that is seen as serving the public good, and a renewed ethos of community responsibility and engagement. As colleges and universities work to develop partnerships that derive from shared interests and mutual benefits they increasingly operate in a spirit of collegiality and reciprocity that builds trust and understanding between people. They become stronger institutions and collaborators in addressing development challenges.



There is mounting evidence that the institutional partnerships supported by ALO continue to have a development impact beyond the period of USAID funding, and that institutions in both the United States and Mexico have maintained their relationships. Higher education partnerships have staying power. These partnerships offer a model of how to seed and promote partnerships for international development. The model draws upon the convergence of interests among equal partners and facilitates opportunities for mutual benefits, joint planning, and implementation. Overlap between the institutional objectives of colleges and universities and those of USAID is what makes the model such a promising mechanism for

international cooperation.

Partnerships between U.S. and Mexican higher education institutions promise to be a major source for development cooperation in the decades ahead.





# Partnership Lists

## Training, Internships, Exchanges, and Scholarships Initiative Partnerships (2002-present)

Year	Coordinating Institution	Cooperating Institution	Partnership Summary
2002	Indiana University	Universidad Nacional Autónoma de México	Train Mexican scientists and technical advisors in conservation theory, methodology, community governance, and natural resource management
2002	Michigan Technological University	Universidad de Sonora	Train a new generation of bi-national, multidisciplinary water resources experts for sustainable water resources decision-making in Sonora, Mexico.
2002	Northern Arizona University	Universidad de Sonora	Develop and strengthen human capacity for natural resource conservation and management toward the sustainable use of desert lands of northern Mexico.
2002	San Diego State University	Universidad Autónoma de Baja California	Develop a joint master's degree program on transborder public administration and governance for the U.S.-Mexico border region.
2002	Southern Oregon University	Universidad de Guanajuato	Develop and implement faculty and student exchange programs and create a joint master's degree program in management.
2002	Texas A&M University-Corpus Christi	Lamar University & Instituto Tecnológico de Saltillo	Provide research training and education programs that address water scarcity, dynamic growth, and inadequate water resource management.
2002	Texas Christian University	Universidad de las Américas-Puebla	Develop professionals through a dual master's degree program in international business and marketing, which addresses cross-cultural business issues in North America.
2002	University of Arizona	Universidad Autónoma Chapingo	Increase UACH's capacity to provide training and continuing education in emerging and unique areas relevant to agriculture in Mexico.
2002	University of Connecticut	Universidad Autónoma de Baja California	Improve education in marine sciences and costal management at the post-secondary and K-12 levels through student and faculty training, exchanges, and joint research projects.

**Training, Internships, Exchanges and Scholarships Initiative Partnerships  
(2002-present) *Continued***

<b>Year</b>	<b>Coordinating Institution</b>	<b>Cooperating Institution</b>	<b>Partnership Summary</b>
2002	University of Illinois	Universidad Autónoma de Querétaro	Provide graduate training in agriculture, food quality, nutrition, and health.
2002	University of New Mexico	Universidad de Quintana Roo	Build institutional capacity to provide academic and professional training in Natural Resources Planning and Management (NRPM), and develop a master's level NRPM program at UQROO.
2002	University of Scranton	Universidad Iberoamericana	Develop a culturally-sensitive dual degree master's program in professional counseling, provide technical resources for collaborative distance learning opportunities, and train faculty and community partners in Mexico and the United States.
2002	University of Texas-Austin	Benemérita Universidad Autónoma de Puebla	Enhance civil societies in Mexico and the United States by building collaborative relationships between the participating institutions and philanthropists in both countries.
2002	University of Texas-San Antonio	Universidad Autónoma de Guadalajara	Create a pilot Small Business Development Center based on the successful U.S. model.
2002	University of Wisconsin-Madison	Instituto Tecnológico y de Estudios Superiores de Monterrey - Campus Querétaro	Develop a training program for dairy specialists and establish a Center of Excellence in Dairy Training.
2002	Western Illinois University	Universidad Autónoma de Querétaro	Develop a trilateral MBA program and establish a central resource for collaborative business education and training in Mexico and the United States.

### Institutional Partnerships (1998-Present)

Year	Coordinating Institution	Cooperating Institution	Partnership Summary
2003	Texas A&M University	Consortio Técnico del Noreste de México	Enhance faculty capacity to teach, conduct research, and apply biotechnology to high priority regional problems related to food, agriculture, and the environment.
2001	Texas A&M University	Consortio Técnico del Noreste de México	Increase research, education, and extension capacities of students and faculty toward the development of sustainable grazing land production systems.
2001	University of California, San Diego	Universidad Autónoma de Baja California	Increase the number of health care practitioners, community health workers, and medical students trained in binational HIV/AIDS and TB issues.
2001	University of Texas at Austin	Instituto Tecnológico y de Estudios Superiores de Monterrey	Provide judicial training and promote judicial professionalism at the state court level locally and through distance learning.
2001	University of Wisconsin, Madison	University of Guadalajara-University Center for the South Coast	Enhance partner and local government capacity in community-based development education and service through watershed management.
2000	Florida A&M University	Universidad Iberoamericana	Promote civic engagement of local residents, administrators, groups, and students to address problems of urban communities.
2000	Maricopa County Community College District	Universidad Veracruzana	Strengthen public health education and promote the competitiveness and environmental protection practices of businesses.
2000	Montana State University	Universidad Autónoma de Baja California	Develop institutional and community capacity to improve environmental and public health protection.
2000	University of Rhode Island	University of Quintana Roo	Establish a regional center for Geographical Information System data and technical expertise to enhance environmental management.
1999	National Association of Schools of Public Affairs and Administration	Colegio de Postgraduados en Ciencias Agrícolas (Mexico, Chile, Paraguay, and Bolivia)	Create a network of colleges and universities in the U.S. and Latin America to strengthen public administration curricula in higher education.
1998	Ohio State University	Colegio de Postgraduados en Ciencias Agrícolas	Develop agribusiness in Mexico and increase trade in agricultural products under the North American Free Trade Agreement.
1998	University of Georgia	Universidad Veracruzana	Increase the number of bilingual and culturally sensitive social workers, education professionals, and students

\*USAID/Mexico funding

### International Workforce Development Partnerships (1998-2001)

Year	Coordinating Institution	Cooperating Institution	Partnership Summary
1998	Kirkwood Community College	Universidad Tecnológica de Fidel Velázquez	Provide wastewater management and wastewater operator training and program development assistance.
1998	Paradise Valley Community College	Universidad de Tecnológica de Tabasco (UTTAB)	Increase the capabilities of UTTAB to prepare qualified environmental technicians.
1998	San Diego Community College District	Centros de Capacitación Tecnológica Industrial	Work with business and industry to develop curriculum and instructional materials for U.S. certification in electronics and welding.
1998	SUNY of Agriculture and Technology at Morrisville	Universidad Tecnológica de Tula-Tepejí	Offer training for municipal and industrial wastewater treatment plant operators.

### U.S.– Mexico Partners in Development Program Partnerships (1995-1997)

Coordinating Institution	Cooperating Institution	Partnership Summary
California Polytechnic State University, San Luis Obispo	Instituto Tecnológico de Culiacán	To support the Cal Poly initiative for Technological and Educational Advancements in Mexico for Innovation and Needed Growth and development of the Center for Technological Innovation.
Maricopa Community College District	Universidad Autónoma de Baja California, Sur	Design programs in hospitality management, tourism, and water culture at UABCS.
Montana State University	Universidad Autónoma de Baja California	Develop a plan for cooperation in research on environmental technologies and educational and cultural exchanges.
Purdue University	Instituto Tecnológico y de Estudios Superiores de Monterrey	Design and implement summer and semester student exchange programs, curricula development, faculty exchanges, and research projects in a variety of disciplines.
West Virginia University	Universidad de Guanajuato	Design and implement engineering education programs involving industrial internships for students and training to resolve specific industrial programs, focusing on computer aided design applications.



# The U.S. Agency for International Development

The United States Agency for International Development is an independent federal government agency that receives overall foreign policy guidance from the Secretary of State. The Agency works to support long-term and equitable economic growth and advancing U.S. foreign policy objectives by supporting: economic growth, agriculture and trade; global health; and, democracy, conflict prevention, and humanitarian assistance.

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The Association Liaison Office for University Cooperation in Development (ALO) assists the nation's six major higher education associations build their partnership with the U.S. Agency for International Development (USAID) and help their member institutions foster cooperative development partnerships with colleges and universities abroad. Uniquely positioned to promote the involvement of U.S. higher education in global development, ALO seeks to encourage international partnerships to address strategic goals.

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